"Investigation of Antecedents of Accreditation Adoption and Its Status in Management Education"

SHORT SYNOPSIS

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DOCTOR OF PHILOSOPHY

to

Manav Rachna University, Faridabad

by

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MANAV RACHNA UNIVERSITY
(FORMERLY MANAV RACHNA COLLEGE OF ENGINEERING
NAAC ACCREDITED 'A' GRADE INSTITUTION)
Declared as State Private University under section 2f of the UGC act, 1956

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DECLARATION BY THE SCHOLAR

I hereby declare that the short synopsis **"Investigation of Antecedents of Accreditation Adoption and Its Status in Management Education"** being submitted in partial fulfilment of the requirement for the degree of Doctor of Philosophy in **Department of Education and Humanities** under the Faculty of **Education and Humanities** of Manav Rachna University, Faridabad during the academic year 2021-22. It is a bonafide record of original work carried out under the supervision of **Dr. Ritu Sharma** and **Dr. Narain Gupta** has not been submitted in full or part to any other university or institute for degree or diploma. Further, it is certified that short synopsis is within the plagiarism limit and the copy of the same is attached as per university norms.

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Investigation of Antecedents of Accreditation Adoption and Its Status in Management Education

ABSTRACT

Accreditations for higher education have started to take place in Indian business schools for about a decade. Accreditation is a process of self-assessment, and peer-reviewed feedback, which improves the quality of education and helps in the continuous improvement process. accreditations have become key means for B schools for perusing global status and legitimacy (Arvi, Kettunen, & Sohlo, 2018).

In the past two decades, there is a significant growth in research in the field of accreditations. However, still there is a need for a comprehensive compilation of documents in the accreditations field. We expect to comprehend, document and compile the existing research on accreditations.

The accreditations are still a store of only a few top business schools in India. The regulators and compliance bodies are trying to encourage the schools and colleges to adopt the accreditations. The main aim of the research is to investigate the status of accreditations in Indian education systems, key drivers of the acceptance of accreditations in the Indian education system and to compare the national and international accreditations and study the impact of accreditations via continuous improvement and quality of education in accredited Universities and colleges.

All accreditations use a different framework to assess the quality of schools for awarding accreditation. In addition, there is a need for more than one accreditation for schools in order to compete with other schools and participate in global rankings. The key aspects and indicators of national international accreditations are different but there is common framework exists. We

plan to identify the common framework in order to save the time spent on accreditations and concentrate on other core activities.

Due to the ongoing Covid pandemic, the impact on accreditation has been moderate because it has either delayed the accreditation or shifted it to online by the accreditation agencies. Virtual accreditation visits have now become a new normal in the accreditation world. The accreditation agencies adapt to the changing circumstances to survive (Bryant, 2020). Scholars are also investigating the impact of Covid on accreditation processes. The virtual visits pose a new set of challenges to the business schools and the Peer Review Teams (PRT) of the accreditation agencies. We plan to explain the key challenges and opportunities to conduct the virtual accreditation PRT visits.

The knowledge generated from this research will encourage Indian education to adopt national and international accreditation. The paper makes an academic contribution to the literature review and it helps the Colleges and Universities go for accreditation. The research depicts the importance of peer review and how accreditation agencies and schools have adapted to the Covid-19 and post-pandemic situation.

KEYWORDS: Accreditation, Continuous Improvement, Higher Education, Quality of Education

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1.0 INTRODUCTION

Higher Education (HE) plays a very important role in promoting the social and economic growth of a nation. As countries move towards a knowledge society and economy, the higher education rate in youngsters moving upward(National Education Policy, 2020). National and International Accreditation agencies play a vital role in understanding the quality parameters and forming strategies to upgrade the quality of education to meet international standards. Accreditation is a powerful tool for quality assurance in management education (Kumar et al., 2020) and international accreditations have become key means for B-schools for perusing Global status and legitimacy (Arvi et al., 2018). Globally, higher education is focusing more on accreditation and quality continues to rise. There are multiple factors contributing to this change, including international rankings, internationalisation of higher education, stakeholder demands and assurance from students and parents that a diploma is equivalent to employment through accreditations(Staub, 2019).

Accreditation serves many purposes such as:

1. Increases institute's peer perception and quality assurance through benchmarking
2. Helps in increasing competitive advantage domestically and in global recognition
3. Helps prospective students determine acceptable institutions for enrolment
4. Influence recruiter's perception as the accredited institution offer programs that fulfil the minimum standards required in an academic institution
5. Graduates from accredited schools get better corporate and academic opportunities

As per the All India Council for Technical Education (AICTE) – Approval Process Handbook (APH) 2021-22, in order to maintain the quality, all technical education institutes are required to have 60 percent of their courses to be accredited (*AICTE APH*, 2021). The AICTE set up the National Board of Accreditation (NBA) in 1994, in order to maintain the quality of courses

offered by institutions from diploma to post-graduation level in management, technical, pharmacy, architecture etc., approved by AICTE.

AMBA (Associations of MBAs), AACSB (The Association to Advance Collegiate Schools of Business) and EQUIS (EFMD Quality Improvement System) are continuously becoming desirable, and expanding the valuable international accreditations in management education (Arvi et al., 2018). The AACSB was founded in 1916 and has accredited 901 institutes across 58 countries, the EQUIS was founded in 1997 and has accredited 197 institutes across 44 counties and The AMBA has accredited 286 institutions across 57 countries (AACSB, EQUIS & AMBA Website) till Sep 2021.

AMBA and EQUIS are widely spread in European countries, whereas AACSB accreditation is widely spread in the United States. Almost, 64% of total AACSB accredited schools are located in the US, very less number of US schools have been accredited with EQUIS accreditation(Dudin & Shishalova, 2019). The school having AACSB, AMBA and EQUIS is called Triple Crown. There are 67 European schools with 'Triple Crown' status (Study.EU, 2021) whereas only three 'Triple Crown' schools are present in the US. The use of a triple-crown accreditation system increases the competitiveness of the management education (Dudin & Shishalova, 2019). The European schools are moving towards all three accreditations whereas the American schools are moving more towards AACSB accreditation. As per the AISHE and international accreditations website as of July 2021 given below are the statistics related to international accreditations.

Table 01: AACSB, AMBA, EQUIS accredited schools Data in the world

Accreditations	Countries	Schools
AACSB	58	901
AMBA	57	286
EQUIS	44	197

Table 02: Indian Education and Accreditation Snapshot

Education Section	Count
Universities	993
Colleges	39931
NBA	407
NAAC	5858
AACSB	15
AMBA	12
EQUIS	5

1.1. Research Questions

The accreditation agencies have existed in management education for more than 100 years. It is a time to conduct a review of the accreditation research present documentation, comprehension and compilation of existing research on accreditations.

Research question 1A: What is the status of scholarly research in accreditations?

Research question 1B: What are the future research directions in accreditations?

There are more than 40,000 universities and colleges in India (*AISHE Website, May 2021*, n.d.) and less than 1% of the schools have accredited with international accreditations (*MBA Today Website*, 2021). To compete in the global market, B-schools are required to improve upon the quality & continuous improvement processes (Avolio & Benzaquen, 2020). The AACSB, AMBA & EQUIS accreditations positively and significantly influence student admissions (Jacqmin, J., & Lefebvre, 2021). The impact of the US based AACSB accreditation is more than the other accreditations on systems and processes.

There are more than 40,000 universities and colleges in India and less than 1% of schools have been accredited with international accreditation agencies. About 20% of schools and universities have been accredited with domestic accreditation agencies. Now the question is

why Indian B-schools are not going for International accreditations, what are the factors influencing to adopt the accreditations?

The research question is to develop an initial comprehensive framework, which can facilitate investigating the important drivers of the adoption of international accreditations in developing countries. The potential drivers may range from the origin of the accreditation agency to the real value addition by them to a business school.

Research question 2A: What are the key antecedents of accreditations adoption in Management Education?

Research question 2B: How the key antecedents are interrelated and influence the intent to adopt the accreditations in Management Education.

The standards and parameters involved in various accreditations are different. The AACSB, EQUIS, AMBA, SAQS, NBA and NAAC uses their standards or framework to measure the standard of the institutions and award the accreditation accordingly. The framework and standards are different for all accreditations, but most of the parameters are overlapping. These differences in standards are making the institutions work for different models for each accreditation throughout the academic year. Spending maximum time for each accreditation gives less time for academic and research activities at the institute. The main aim of the research is to bring out clarity on a common framework. The common framework may reduce the time spent for preparation of reports for accreditation visits.

Research question 3: What are the common frameworks involved in different accreditations? and what is the need for more than one accreditation?

In response to the COVID 19, 107 countries implemented schools and colleges closure by March 18, 2020 (Viner et al., 2020). The sudden closure and different operating modes of the schools affected the quality of education and continuous evaluation of the programmes.

Accreditations help the institutions to improve the activities in the chain of "input-process-output (feedback)" (Duc Hanh et al., 2019). There are schools whose accreditations are pending since 2020 awaited a PRT visit for several months. A few schools got an extension of their period by one year.

Due to the pandemic situation that lasted longer, the accreditation agencies postponed or deferred peer review team (PRT) visits for upcoming accreditation cycles (Hussain et al., 2020). The prevailing local geographical situation and various government travel guidelines did not allow the agencies to conduct physical visits. The Covid 19 crisis has taken various shapes over the year 2020, and now in 2021, therefore, the only choice to proceed for accreditation is to organize the virtual PRT visit. Near the expiry of the extended re-accreditations, the agencies were forced to plan for virtual PRT visits. B-school seeking accreditation needed to re-plan for the virtual visits as per accreditation agencies guidelines. From our above arguments, we propose our research question as follows:

Research question 4: How does the virtual accreditation visit bring new challenges? and What opportunities are unfolded out of virtual accreditation PRT visits in B- schools?

1.2. Objectives

Key objectives of the research proposed in this doctoral dissertation

1. To study the key reported and potential future research areas in the accreditation domain
2. To investigate the key antecedents of the acceptance of accreditations in Management Education
3. To compare the national and international accreditations on various criteria.
4. To examine the virtual Peer Review Team visit requirements, challenges and opportunities

1.3. Scope & Limitations

Through the title "Investigation of Antecedents of Accreditation Adoption and It's status in Management Education", this study is restricted to Indian Management Education and accreditations applicable to them like NBA, AMBA, AACSB, EQUIS etc. In the document analysis, we have widened the scope in the allied disciplines like health care, medical, architect, engineering etc.

1.4. Organization of the Synopsis

In the introduction section 1, we have built the context of the studies and motivated them. We proposed a set of research questions. We do the review of relevant literature in section 2 and argue the research gap. The complete study has four tightly connected but independent subsections namely A) document analysis (RQ1A, RQ1B), B) quantitative study (RQ2A and RQ2B), qualitative study (RQ3, and RQ4). These subsections are presented in section 3 quantitative and qualitative studies.

2.0. LITERATURE REVIEW

There are a number of factors influencing the B schools for the adoption of accreditation. In order to the adoption of accreditation in B schools, it is important to identify the factors and barriers which are directly influencing and which are indirectly influencing. The drivers and barriers using the performance improvement model for adoption of accreditation in the health department were discussed and concluded that the top management and organisation structure plays an important role in the adoption of accreditation (Liu et al., 2017). The barriers of accreditations were discussed and it was concluded that training of accreditation staff and commitment of the management team is important for the successful implementation of accreditations in Iranian Hospitals (Saadati et al., 2015). The key drivers for B-schools accreditations using the thematic analysis methodology were stated by (Avolio & Benzaquen, 2020). He discussed the key driver's leadership commitment, budget, faculty and staff

involvement, Infrastructure, faculty qualification etc. for accreditation in B schools. The solutions for successful factors implementation accreditation are Organisation Culture, Management, Financial Resources, Human Resource Planning, Training & Education, etc. (Saadati et al., 2015)

The comparison of factors of accreditation framework in the USA, Russia, Canada, Singapore, New Zealand and India were presented by Prasad & Bhar, (2010). The Author explained the process of NBA accreditation with other accreditation agencies around the world. The Authors explained the efficiency and transparency process involved in NBA accreditation and recommended the required changes in NBA accreditation for improvement in the NBA accreditation process.

The difference in the evaluation grading and scoring in NAAC and NBA accreditations were explained by Sridhara, (2019). He explained the two major differences in NBA and NAAC accreditations i.e. 1). NAAC offers the accreditation to the whole university/Institute whereas NBA offers the accreditation at the programme level. 2) NAAC awards 70% marks based on data provided by the institute and 30 % marks based on Peer Review Team Evaluation whereas NBA awards 100% marks based on Peer Review Team Evaluation. The author stated that programme specific accreditation is more specific instead of accreditation to the institution of all programmes.

Also, observed that having multiple accreditations shows a positive effect and being Triple Crown accreditation shows more influence(Jacqmin, J., & Lefebvre, 2021). The accreditation agencies included more exhaustive parameters but they are not synchronized with domestic needs and the author said that accreditations are helping B-schools for creating brands (Singh, 2014).

The barriers were discussed and concluded by Saadati et al., (2015) that training of accreditation staff and commitment of management team are important for successful implementation of accreditations in Iranian Hospitals.

2.1. Research Gap

Based on the literature review the following gaps are identified:

In the past two decades, there is a significant growth in research in the field of accreditations. But, still there is a need for a comprehensive compilation of documents in the accreditations field.

- There is a need for documentation, comprehension and compilation of existing research on accreditations.

There are more than 40,000 universities and colleges in India and less than 1% of schools have accredited with international accreditations and about 20% of schools and Universities accredited with domestic accreditation agencies. Now the question is why Indian B-schools are not going for International accreditations, what are the factors influencing to adopt the accreditations?

- Why very less number of management schools are going for accreditation, is there any cause for not going for accreditation and what stops the schools from not going for accreditations

All accreditations use a different framework to assess the quality of schools for awarding accreditation. In addition, there is a need for more than one accreditation for schools in order to compete with other schools and participate in global rankings. The key aspects and indicators of national international accreditations are different but there is common framework exists. There is a need to identify the common framework in order to save the time spent for accreditations and concentrate on other core activities.

- There is a need for more than one accreditations for B schools. In order to get more than one accreditation easily, there is a need to identify the common framework for different accreditations

Due to the pandemic situation that lasted longer, the accreditation agencies postponed or deferred peer review team (PRT) visits for upcoming accreditation cycles (Hussain et al., 2020). The prevailing local geographical situation and various government travel guidelines did not allow the agencies to conduct physical visits. Hence all accreditations agencies have come with virtual/online accreditations visits. Better planning and execution is required for accreditation agencies PRT members, stakeholder of accreditation schools in order to successful completion of PRT visits virtually.

- Due to the on-going pandemic, the big challenge for accreditation agencies and B-schools who are going for accreditations for conducting Peer Review Teams visits

3.0. QUANTITATIVE & QUALITATIVE ANALYSIS

3.1. Document Analysis

The accreditation agencies have existed in management education for more than 100 years. It is a time to conduct a review of the accreditation research present documentation, comprehension and compilation of existing research on accreditations.

3.1.1. Introduction to the section:

In this section, we address research questions 1A & 1B, which addresses the first research gap that there is a need for documentation, comprehension and compilation of existing research on accreditations. We can identify the future key reported and potential future research areas in the accreditation domain.

3.1.2. Methodology:

In order to study the existing research on accreditations, we identified 940 reputed journal articles from the Scopus database using Boolean search. The content analysis, Co-citation

analysis, methodology analysis, the bibliographic coupling will be taken using Bibliometric analysis.

3.1.3. Sampling:

The published papers will be collected from the Scopus database using Boolean search. The Sample size would be 900-1000 published journal articles.

3.1.4. Statistical Tools:

R, Biblioshiny, VOSViewer

3.1.5. Findings:

This research has been an attempt to comprehend the published literature in the field of education and accreditation.

3.2. Quantitative Study

There are more than 40,000 universities and colleges in India and less than 1% of schools have accredited with international accreditations and about 20% of schools and Universities accredited with domestic accreditation agencies. Now the question is why Indian B-schools are not going for International accreditations, what are the factors influencing to adopt the accreditations?

3.2.1. Introduction to the section:

Why a very less number of management schools are going for accreditation, is there any cause for not going for accreditation and what stops the schools from not going for accreditations?

There are number of factors influencing the B-schools for the adoption of accreditation. It is important to identify the factors and barriers which influence the adoption of accreditation in Management & Higher Education. One of the key objectives of the research is to develop an initial framework, which can facilitate investigating the important drivers of adoption of national and international accreditations in developing countries. The potential drivers may range from competitive pressure, regulatory pressure, organizational preparedness, top

management support, or perceived relative advantages by a business school. With these arguments about the accreditation importance, and growth in developing countries.

In this section, we address research question 2A & 2B, which addresses the key antecedents of accreditations adoption in Management Education and how the key antecedents are interrelated and influence the intent to adopt the accreditations in Management Education.

3.2.1. Methodology:

The research on accreditation adoption is sparse. At the same time, interviews with a few accreditation experts indicate that accreditation adoption is very similar to the adoption of new technology or innovation in an organization. Technological innovations are an organization wide phenomenon in line with accreditation adoption. We draw upon the literature and theory of the technology and innovation adoption by the organizations. The behavioral theories predominantly adopted to the technology adoption are TOE (Technology, Organization, and Environment), TAM (Technology Acceptance Model), UTAUT (The Unified Theory of Acceptance and Use of Technology), TPB (Theory of Planned Behavior), etc. The TOE theory has the widest coverage of all dimensions covered by TAM and TPB. The UTUAT is predominantly more focused on user acceptance. We draw our major constructs from TOE theory. The theory which is popularly used by scholars to explain the drivers of innovation adoption is DOI (Diffusion of innovation). We also draw upon a few relevant constructs from DOI theory. The accreditations can be analogous to innovation in organizations.

The constructs for the technological dimension to accreditation are not so relevant because in the case of technology adoption the complexity, compatibility and technology readiness becomes key to the successful adoption of new technology. In the case of accreditation, the organization does not require much compatibility with any existing accreditation or processes. There is no technical complexity involved in the accreditation adoption. Technology readiness is analogous to organization readiness, but technology readiness is limited to mere technology,

and therefore it finds a place in the technology dimension of TOE theory. In this study the organizational preparedness is relevant, and it is closely associated with that of organizational dimension. The constructs drawn from TOE theory are explained from organizational and environmental dimensions. The constructs from organizational dimensions to accreditation adoption are the top management support, and organizational preparedness; the environmental dimension is the external competitive pressure, and compliance and regulatory pressure. We draw a few relevant constructs further from DOI theory. The cost of adoption, the perceived relative advantages are expected to drive the accreditation adoption from an innovation perspective.

We plan to operationalize the study in India. India is one of the fastest growing economies, and the education levels have been increasing in India at a steep rate. India is a market where accreditations have seen initial growth. Presently the regulatory bodies are making efforts to bring all management education into domestic accreditation compliance. There are top ranking institutions who have come forward to adopt the international accreditations in India. This number is still less than 100 in total across all international accreditation. India is the right setting to explore the potential drivers of accreditation adoption in emerging economies.

A survey instrument will be designed to capture the perception of the different stakeholders of business schools. We plan to design and develop a Likert scale survey, which would be responded to by eminent academicians. The measures of the survey instrument would be adapted from the published literature as follows:

Table 03: The measures adaptation citations

Sr. No.	Construct	Adaptation
1	Top management support	(Yeh & Chen, 2018), (Kundu, 2020), (L. W. Wong et al., 2020), (Al-hadi & Al-Shaibany, 2017)(Gangwar et al., 2015)(Talib et al., 2011), (Yeh & Chen, 2018)
2.	Organization preparedness and infrastructure	(Kundu, 2020), (Yeh & Chen, 2018), (Teeroovengadum et al., 2017), (Yeh & Chen, 2018)
4	Competitive pressure	(Kundu, 2020), (Yeh & Chen, 2018), (Low et al., 2011), (L. W. Wong et al., 2020), (Yeh & Chen, 2018) (Bhattacharya & Wamba, 2015)
5	Compliance and regulatory pressure	
6	Cost	(Bhattacharya & Wamba, 2015)
7	Relative advantage	(Tripopsakul, 2018), (Bhattacharya & Wamba, 2015)
8	Intention to adopt accreditation	(Lai et al., 2018), (Wu, 2011), (Gangwar et al., 2015)

Initially, a pilot survey will be conducted to test the hypothesis and Questionnaire with small a sample. The survey data will be collected from reputed Indian B-schools and Universities. The survey is designed based on the Indian context and the study will be operationalised in India. Management education in India has grown up very fast in the past six decades.

3.2.3. Hypotheses:

Intent to Adopt accreditation

The possibility of adoption of any organization wide phenomenon, initiative, effort or innovation can be captured in the perception of the ground users and stakeholders of the innovation. The accreditation key stakeholders are either the students or the staff. In this research, we plan to capture the perception of the academic staff about the antecedents of accreditation adoption. Our key dependent variable in this study would be the intent to adopt (IoA) the accreditation. In the technology domain, the IoA is a common dependent variable to capture the perception of the users towards the adoption phenomenon (CITE).

Top Management Support and IoA

The top management support and active participation of leaders are very important for the adoption of accreditation in B-schools and universities. The top management support and organisation structure play an important role in the adoption of accreditation in the health department (Liu et al., 2017). A large number of scholars have argued the role of top management support in technology and innovation adoption in organizations. We posit our hypothesis as follows:

H01: Top Management support has a positive association with the intent to adopt the accreditation.

Organization Preparedness and IoA

Adoption of accreditation demands massive organization-level preparation. It is important that the organization makes a thorough assessment of their preparation for the accreditation requirements before they initiate the adoption. There have been instances where the education institutions have initiated the accreditation processes, and later they have realized that the required infrastructure and culture in the organization is missing to support the accreditation requirements. Organization preparedness has been argued by a series of scholars as an important driver to the success of organization wide project adoption (Kundu, 2020). It has been commonplace in the adoption of new technology and innovation that the organization conducts a detailed assessment of the organization's preparedness. The world has witnessed the failures of **ERP implementation** in a large number of organizations due to their unpreparedness to the adoption, culture, infrastructure, and acceptance(A. Wong et al., 2005). Many times the decisions are taken merely by the top management and the stakeholders of the organization are neither informed nor prepared. The organization preparedness may be a key driver to the success of the adoption of accreditation. With these arguments we posit our next hypothesis as follows:

H02: Organisation preparedness has a positive association with the intent to adopt the accreditation.

Competitive Pressure and IoA

The Competition between business schools for providing quality in management education positively influences the adoption of accreditation (Gangwar et al., 2015). The international accreditation agencies encourage B-schools for improving quality, reputation, rankings and enhance the legitimacy (Arvi et al., 2018).

H03: Competitive pressure has a positive association with the intent to adopt the accreditation.

Compliance and Regulatory Pressure and IoA

The Government Regulatory bodies UGC & AICTE have implemented that all schools and universities mandatorily to go for accreditation as compliance by NAAC and NBA accreditations respectively. In order to promote the institutions, the AICTE is providing graded autonomy status for NBA accredited colleges having more than 750 scores (AICTE website). To get the MBA equivalence status for two years Post Graduate Diploma programmes approved by AICTE, the Association of Indian Universities has mandated that the programmes must be accredited by NBA or AMBA or AACSB or EQUIS(AIU, 2021).

H04: Compliance and Regulatory Pressure has a positive association with intent to adopt the accreditation

Cost and IoA

Cost is a very important factor for intent to adopt o accreditations. The availability of funds is important for infrastructure development, recruiting qualified staff and faculty, training and education and accreditation fee (Kundu, 2020). The cost of international accreditations is more compared to domestic accreditations. The institutes looking for accreditations should examine the advantages and disadvantages instead of cost and benefits (Roller et al., 2003). The school choosing multiple international accreditations is cost-effective. The cost for

different international accreditations may involve annual membership fee, application fee, accreditation evaluation fee, Peer Review Team visit Fee, travel and hospitality arrangements for PRT members and members etc.

H05: Cost for accreditation has a positive association with intent to adopt the accreditation

Relative Advantage and IoA

H06: Relative advantage has a positive association with intent to adopt the accreditation

3.2.3. Conceptual Model:

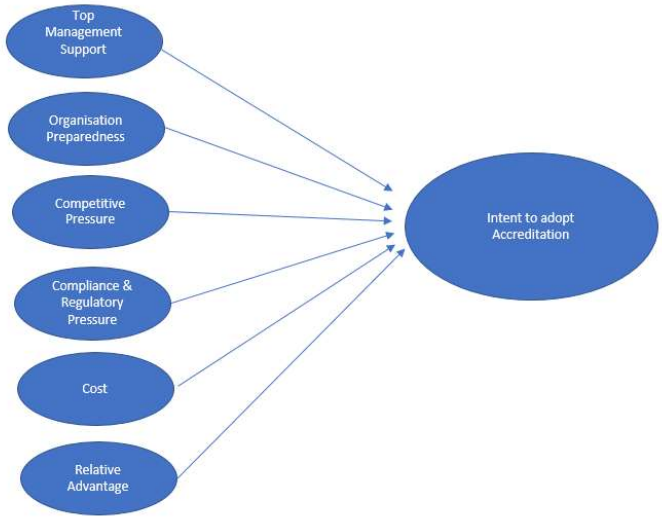

Figure-01: Conceptual Model

3.2.4. Sampling:

We plan to collect a sample of about 100 to 150 academicians from Indian business schools. The statistical and econometric analysis would be conducted to test the hypothesized relationships. This would lead to the identification of the key antecedents of the acceptance of the accreditations in Indian business schools and colleges using the TOE & DOI framework. The survey response will be taken from 100-150 members from staff, faculty members, deans, directors of various B-Schools and Universities in India. The secondary data will be collected

from the various accreditation agencies' websites, colleges/ university websites, books, journals etc.

3.2.5. Respondents:

Staff, Faculty, Deans, Directors of various B-Schools and Universities in India

3.2.6. Statistical Tools:

We anticipate using the following statistical software to analyze our data, and test the hypothesis in order to achieve the objectives laid out in the introduction section. SmartPLS3, MS-Excel, SPSS

3.2.7. Findings:

The second contribution of the research work is to develop an initial comprehensive framework, which can facilitate investigating the important drivers of adoption of international accreditations in developing countries. A survey instrument will be designed to capture the perception of the employees of business schools. In the initial exploratory stages, we collected 100-150 responses from eminent academicians, administrative staff, deans, directors from various B-schools in India. The potential drivers may range from the origin of the accreditation agency to the real value addition by them to a business school. The investigation of the drivers of the adoption of accreditation is new to academic scholars.

3.3. Qualitative Study

3.3.1. Introduction to the section:

In this section, we address research questions 3 & 4, which addresses there us a need for more than one accreditation for B schools. In order to get more than one accreditation easily, there is a need to identify the common framework for different accreditations. Due to on-going pandemic, the big challenge for accreditation agencies and B-schools who are going for accreditations for conducting virtual Peer Review Teams visits.

This section explained the common frameworks involved in different accreditations, need of more than one accreditation and how does the virtual accreditation visit bring new challenges.

3.3.2. Methodology:

To achieve these two objectives by conducting a detailed study of the accreditations published guidelines and criteria. We may also conduct a few unstructured interviews to understand the similarities and dissimilarities among the various accreditations and the need for multiple accreditations by a school.

We further plan to design an unstructured interview protocol that would interview the potential impact of accreditations in various business schools. The questions will be asked for pre and post accreditations in order to understand if the accreditations have positively influenced the quality of education and allied outputs of academics. The statistical analysis would be conducted on the collected data. The potential respondents would be the faculty, staff, and employers who are the key stakeholders of the education system. MS-Excel and SPSS will be used for data analysis.

3.3.3. Sampling:

To achieve our fourth objective, an unstructured interview will be conducted with key respondents who have the experience of organizing virtual visits. A questionnaire will be developed to take qualitative responses. The responses will be analyzed through Nvivo software.

3.3.4. Respondents:

Staff, Faculty, Deans, Directors of various B-Schools and Universities in India

3.3.5. Statistical Tools:

MS-EXCEL, MS-WORD and NVivo

3.3.6. Findings:

- In order to get more than one accreditation, there is a need of identifying the common framework in different accreditations.
- This is probably among the first attempts to examine and document the knowledge on the virtual accreditations' challenges and opportunities. This research helps conduct smooth PRT visits and address uncertainties of the new transformation of virtual visits.

4.0. EXPECTED CONTRIBUTION

The first expected contribution in this research is to examine the historic contributions and comprehend the future potential paths of the research in the accreditation context. The novelty of the research lies in the fact that there is no or little published literature on accreditation as a subject. No efforts have been observed in the popular academic database which comprehends or surveys research on the accreditation for their present status, and future directions. The published article will be taken from the largest research database Scopus for bibliometric analysis. Content analysis, publication trends, Co-citation analysis, methodology analysis, cluster analysis and rank analysis have been focused to identify the influential work and gaps in the field of accreditations in higher education.

The second expected contribution of the research work is to develop an initial comprehensive framework, which can facilitate investigating the important drivers of the adoption of international accreditations in developing countries. A survey instrument was designed to capture the perception of the employees of business schools. In the initial exploratory stages, we collected 100-150 responses from eminent academicians, administrative staff, deans, directors from various B-schools in India. The potential drivers may range from the origin of the accreditation agency to the real value addition by them to a business school. The investigation of the drivers of the adoption of accreditation is new to academic scholars.

The third expected contribution in the research is to bring out clarity on a common framework of various accreditations. In order to get more than one accreditation, there is a need of identifying the common framework in different accreditations.

The fourth expected contribution is to examine and document the knowledge on the virtual accreditations' challenges and opportunities. This research helps conduct smooth PRT visits and address uncertainties of the new transformation of virtual visits. The virtual PRT visits have been unseen by academic institutions.

This research is probably the first attempt of its kind which expect to describe the key areas of research in accreditations, the drivers of adoption of accreditation in management education in developing countries, and the challenges and opportunities emerging out of the virtual PRT visit innovation.

5.0. DELIMITATION

No research is free of limitations and assumptions. This research is also subjected to a few limitations. The research will be done in management education and the data collection will take place only in India. The primary data will be collected afresh and for the first time and will be original.

6.0. OPERATIONAL DEFINITIONS

Management Education: The goal of management education is to prepare future corporate executives. Students learn how to acquire the leadership skills needed to manage a team of workers via theory and understanding of management practice. The scope of Management Education in this study is about B-schools in the purview of the NBA and the international accreditations.

AICTE: The All India Council for Technical Education (AICTE) established in 1945 as an advisory body later on in 1987 became a statutory body by an act of parliament. AICTE is responsible to give approval to technical and management institutes in India.

UGC: The University Grant Commission was first formed in 1945 to look after three central universities later on in 1953 under the ministry of education UGC has become the approval granting authority to all universities and colleges.

NBA: The AICTE set up the National Board of Accreditation (NBA) in 1994, in order to maintain the quality of courses offered by institutions from diploma to post-graduation level in management, technical, pharmacy, and architecture etc., approved by AICTE.

NAAC: The National Assessment and Accreditation Council is an autonomous body founded by the UGC in 1994. The NAAC assesses the quality in Higher Education Institutes like Universities and colleges which are approved by the UGC.

AACSB: In 1916, The Association to Advance Collegiate Schools of Business (AACSB) was founded in the United States of America and has accredited 901 institutes across 58 countries. AACSB assesses the quality and continuous improvement in business and management education.

AMBA: In 1967 the Associations of MBAs was founded in the United Kingdom and has accredited 286 institutions across 57 countries

EQUIS: In 1997, the EFMD Quality Improvement System was founded in Europe and has accredited 197 institutes across 44 counties.

The USA: The United States of America

The UK: The United Kingdom

PRT: Peer Review Team

TOE: Technology, Organization, and Environment

TAM: Technology Acceptance Model

UTAUT: The Unified Theory of Acceptance and Use of Technology

TPB: Theory of Planned Behavior

SPSS: Statistical Package for the Social Sciences

SCHEME OF CHAPTERIZATION:

There would be five chapters as given below:

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Quantitative and Qualitative Analysis

Chapter 3.1: Document Analysis

Chapter 3.2: Quantitative Study

Chapter 3.3: Qualitative Study

Chapter 4: Expected Contribution

Chapter 5: Delimitation

Chapter 6: Operational Definitions

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"Investigation of Antecedents of Accreditation Adoption and Its Status in Management Education"

SHORT SYNOPSIS

by

J SRIKANTH REDDY
Registration number: 2K21-PFEd-004

Under the supervision of
Dr. Ritu Sharma

Co-supervisor
Dr. Narain Gupta

ABSTRACT

Accreditations for higher education have started to take place in Indian business schools for about a decade. Accreditation is a process of self-assessment, and peer-reviewed feedback, which improves the quality of education and helps in the continuous improvement process. accreditations have become key means for B schools for perusing global status and legitimacy (Arvi, Kettunen, & Sohlo, 2018).

In the past two decades, there is a significant growth in research in the field of accreditations. However, still there is a need for a comprehensive compilation of documents in the accreditations field. We expect to comprehend, document and compile the existing research on accreditations.

The accreditations are still a store of only a few top business schools in India. The regulators and compliance bodies are trying to encourage the schools and colleges to adopt the

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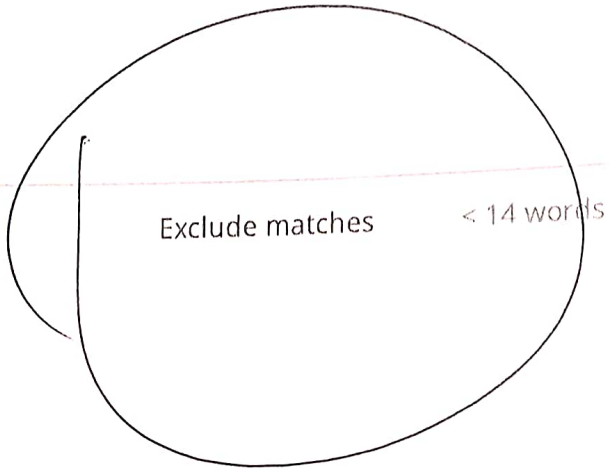
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